



Continuous School Improvement Plan (CSIP)

Concord International School

2016 - 2018

Dr. Norma Zavala, Principal



School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

Reviewed by the Concord International BLT on 10/23/16 and emailed to staff for feedback/revisions.

Mission and Vision

Mission

The Mission of Concord International School is to provide all students with an academically rigorous education from a global perspective in a respectful and inclusive environment.

Vision

The vision of Concord International School is to have high engagement with students, parents, and community partnerships to ensure that every student learns at high levels to succeed in school, our community, and in the global world.

- We will show academic excellence through a dynamic learning environment that is vertically aligned using engaging project-based curriculum that is historically and culturally situated with a global perspective. Our students will be exposed to the arts, music, and technology in order for them to enrich their learning.
- We will demonstrate a personal commitment to Professional Learning Communities that give us mutual accountability, working interdependently in collaborative teams, and demonstrate a personal commitment to the academic success and general well-being of each student.
- We will collaborate with our community partnerships to build consistent supportive systems for our students to ensure that they feel empowered and a sense of belonging at Concord International School.
- We will connect with parents on a regular basis to answer questions about their child's education, provide academic resources and strategies to support students at home and celebrate their child's successes.

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers: teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER: Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal: Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

Math Assessments:

- ReThink Benchmark Assessment (spring 2016)
 - Tier 1 (at or above grade level) - 74%
 - Tier 2 (approaching grade level) – 15%
 - Tier 3 (below grade level) – 13%
- Smarter Balanced Assessment (SBA) 2016
 - 3rd Grade – 32% met proficiency
 - 4th Grade – 43% met proficiency
 - 5th Grade – 26% met proficiency

Reading Assessments:

- Fountas and Pinnell Reading Assessment English (spring 2016)
 - Tier 1 (at or above grade level) - 38%
 - Tier 2 (approaching grade level) – 14%
 - Tier 3 (below grade level) – 44%
- Fountas and Pinnell Reading Assessment Spanish (spring 2016)
 - Tier 1 (at or above grade level) - 32%
 - Tier 2 (approaching grade level) – 13%
 - Tier 3 (below grade level) – 56%
- Smarter Balanced Assessment (SBA) 2016
 - 3rd Grade - 31% met proficiency
 - 4th Grade – 40% met proficiency
 - 5th Grade – 35% met proficiency

English Language Proficiency Assessment 21 (ELPA21)

- Kindergarten Overall
 - Level 1: 28%
 - Level 2: 72%
 - Level 3: 0%
 - Level 4: 0%
- 1st Grade Overall
 - Level 1: 20%
 - Level 2: 69%
 - Level 3: 12%
 - Level 4: 0%
- 2nd Grade Overall
 - Level 1: 12%
 - Level 2: 83%
 - Level 3: 5%
 - Level 4: 0%
- 3rd Grade Overall
 - Level 1: 3%
 - Level 2: 92%
 - Level 3: 5%
 - Level 4: 0%
- 4th Grade Overall

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| | <ul style="list-style-type: none"> o Level 1: 10% o Level 2: 80% o Level 3: 10% o Level 4: 0% - 5th Grade Overall <ul style="list-style-type: none"> o Level 1: 15% o Level 2: 67% o Level 3: 19% o Level 4: 0% |
| <p>We will use research-based strategies that help targeted students.</p> | <ul style="list-style-type: none"> - All students are assessed for math and reading on ReThink and Fountis & Pinnell benchmark assessment three times per year (fall, winter, spring). Our Multi Tiered System of Supports (MTSS) team reviews this assessment data, along with state Smarter Balanced Assessment (SBA) and English Language Proficiency Assessment (ELAP21) data to tier students and determine services provided by our math and reading interventionists. All students receive core instruction that includes projects within and outside of the school. Students who need additional support or enrichment are served by our interventionists or the classroom teacher through differentiation during small group time. - Students who are in tier 3 for reading and math are invited to participate in 6 week before school interventions. Students who are in tier 2 for reading and math are invited to participate in the YMCA Cougar Academy for the year. These interventions are provided in partnership with the YMCA Cougar Academy and City Year. - Students are assessed every 6 weeks by their classroom teacher and/or interventionist for math and reading. In math, teachers give three check points per week aligned with the CCSS and review grade level data every 6 weeks to determine intervention groups. In the classroom, teachers provide interventions for on focus area (s) once per week. In reading students are assessed through conferring, running records and phonics assessments in between the F&P benchmark assessments. - To meet the needs of Advanced Learners, classroom teachers provide Advanced Learners (ALO) Common Core State Standards (CCSS) based learning aligned to their assessed level. They are provided weekly small group instruction in reading based on their reading level and in math based on their math level. Students are provided math problems aligned to their skills. Students in the Dual Language program also learn a second language during literacy or math. Special Education students are provided support aligned to their Individual Education Plan (IEP). English Language Learners (ELL) are provided support for language development through our Dual Language program (for native Spanish speakers) and from our ELL team and teachers using strategies such as GLAD strategies, SIOP, student conversations. |
| <p>Our school offers professional development that is high quality and ongoing.</p> | <ul style="list-style-type: none"> - This year our school is putting a focus on developing our grade level and program Professional Learning Communities in order to support our school and district goals. Grade level and programs each have a team SMART goal aligned to our school goal in reading. Through professional development, teams will be analyzing student work and monitoring progress to identify the most effective instructional practices. - This summer a team of teachers attended the Dufour Professional Learning Community (PLC) institute and have taken on the role of teacher leaders to provide the professional development for PLC's this year. |

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| | <ul style="list-style-type: none"> - Our TRI days this year have been designated to developing the foundation for PLC's. Throughout the year the staff will be participating in a book study about PLC's (Kid by Kid, Skill by Skill) during our staff meeting. - Grade level and program teachers will be meeting weekly, during the contractual day to complete their PLC work. |
| <p>Our school will increase parent/family engagement.</p> | <ul style="list-style-type: none"> - Our school sends home a weekly school family newsletter that provides information about our school events. - Families are invited to attend our school events as aligned to our FEAT plan. This includes fall Open House nights (K-2 and 3-5) and weekly student assemblies. - In the fall we hold Parent Teacher Conferences - We are currently recruiting parents for our BLT and FEAT teams for the 2016-17 school year. - Parent Survey Summary 2016 <ul style="list-style-type: none"> o Parent/Family influence and decision making: 69% o School educational quality: 70% o Welcoming and culturally responsive school climate: 81% |
| <p>Our staff is involved in decision-making.</p> | <ul style="list-style-type: none"> - The BLT has reviewed our school data and facilitated a discussion with our staff about the school improvement plan. - School staff is involved in decision making according to our school's decision making matrix. |
| <p>We will assist our students to meet standard.</p> | <ul style="list-style-type: none"> - All students are assessed for math and reading on ReThink and F&P benchmark assessment three times per year (fall, winter, spring). Our MTSS team reviews this assessment data, along with state SBA and ELPA 21 data to tier students and determine services provided by our math and reading interventionists. All students receive core instruction that includes projects within and outside of the school. Students who need additional support or enrichment are served by our interventionists or the classroom teacher through differentiation during small group time. - Students who are in tier 3 for reading and math are invited to participate in 6 week rotating before school interventions. Students who are in tier 2 for reading and math are invited to participate in the YMCA Cougar Academy for the year. These interventions are provided in partnership with the YMCA Cougar Academy and City Year. - Students who are in tier 2 or 3 for reading and/or math will be invited to attend various learning opportunities/interventions during school breaks throughout the year. - Students are assessed every 6 weeks by their classroom teacher and/or interventionist for math and reading. In math teachers give three check points per week aligned with the CCSS and review grade level data every 6 weeks to determine intervention groups. In the classroom, teachers provide interventions for on focus area (s) once per week. In reading students are assessed through conferring, running records and phonics assessments in between the F&P benchmark assessments. - Through the Arts Impact: SAIL grant, teachers provide students opportunities to develop their 21st century learning skills. This past year our students showed a 16% increase in their perseverance in tasks on the yearly assessment report. |
| <p>Retain high quality, highly effective, and</p> | <ul style="list-style-type: none"> - Primary teachers (K-2) and new teachers to our school were provided additional support from Instructional Assistants and/or interventionist for the first two weeks of school. |

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| <p>highly qualified staff.</p> | <ul style="list-style-type: none"> - Teachers who are new to the district were supported in ensuring their HR paperwork was completed through communication with SPS and OSPI. - Teachers who are new to the schools and/or changing grade levels or roles were provided time and budget to open their classroom for the start of school. - Teachers are encouraged and are supported by securing subs to ensure participants in important SPS PD aligned to our school goals. - Teachers are provided the opportunity to engage in teacher leadership roles through various school and district committees. - Teachers are provided the opportunity to participate in integrated arts PD through our Arts Impact: SAIL grant. This includes a week long training in the summer as well as an arts mentorship throughout the year. |
| <p>How do we support the transitions of new students and families into our school?</p> | <ul style="list-style-type: none"> - Students who are new to our school meet with our school counselor and/or administration when they enroll to provide families with information about our school. - ELL students who are new to the country and/or school are greeted by an ELL teacher and support are provided as needed to transition the student to school. - Our incoming Kindergarten students are invited to participate in Jumpstart in August, attend school tours in the spring and summer and all families are invited to participate in a 1:1 conference with their teacher during the first three days of school. - Our school office communicates with the YMCA preschool and Head Start program through email about our family events and invite PK families to attend. - The 5th grade students and teachers will meet with Denny International staff either at Concord International or Denny Middle School in the spring. |
| <p>Our system of support assures our highly qualified staff are support students.</p> | <ul style="list-style-type: none"> - Our current staff is highly qualified – all certificated teacher hold endorsements aligned to their job title classification. |

The following table describes how funds are allocated to support and improve student learning.

| Multi-Tiered System of Support Budget | | | | |
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| Academic Year | Funding Type | Funding Source | Amount | How Funds will improve student learning |
| 2016-2017 | Combined Funds | General Education Dollars | \$2,397,502 | These funds are used to fund a 0.5 PCP teacher (to provide increased enrichment and time for teachers to have common grade level planning for PLC work), school wide supplies/materials, classroom resources and/or hourly office support. |
| 2016-2017 | Specific Use Funds | Transitional Bilingual | \$ 271,625 | These funds are used to provide translations and interpretation for families and students. |
| 2016-2017 | Combined Funds | Self Help | \$ 5,982 | These funds are used to provide classroom materials and resources. |
| 2016-2017 | Combined Funds | PTSA Grant | | N/A |
| 2016-2017 | Combined Funds | Free & Reduced Lunch | \$255,738 | These funds have been used to purchase reading assessment kits and curriculum. This will be used to support our reading assessment and classroom differentiation. |
| 2016-2017 | Specific Use Funds | Learning Assistance Program (LAP) | \$97,188 | These funds have been used for a 1.0 FTE reading interventionist. |
| 2016-2017 | Specific Use Funds | Title 1 | \$202,930 | These funds have been used for a 2.0 FTE math interventionist and PD for staff. |
| 2016-2017 | Specific Use Funds | Seattle Levy Grant | \$244,500 | These funds have been used to fund City Year and Team Read partnerships, 0.5 FTE counselor, 0.25 FTE levy coordinator, 0.25 FTE reading coach, 0.25 FTE math coach and ReThink Math PD. |

Building Based Goals

We have chosen to focus on the following area(s) over the 2016-17 school year

| Gap Closing Goal(s) | | | |
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| Problem of Student Learning | What will success look like? (SMART Goal ¹ to target level of performance desired) | Assigned to: | Target Date for Completion: |
| <p>SBA 2016</p> <p>Overall</p> <ul style="list-style-type: none"> - 3rd Grade – 32% met proficiency - 4th Grade – 43% met proficiency - 5th Grade – 26% met proficiency <p>ELL</p> <ul style="list-style-type: none"> - 3rd Grade – 20% met proficiency - 4th Grade – 20% met proficiency - 5th Grade – 9.5% met proficiency <p>African American/Black</p> <ul style="list-style-type: none"> - 3rd Grade – 0% met proficiency - 4th Grade – 75% met proficiency - 5th Grade – 14% met proficiency | <ul style="list-style-type: none"> • Connected to your Problem of Student Learning, what is your gap-closing goal for a subset of students? • What student achievement indicators will you monitor over the year to inform your progress toward meeting your student achievement goals (ex. formative assessments, screeners, observation data, survey data)? <p>All of the 15 Students (K-5) that have enrolled as Black Students and that qualify for ELL services will meet their grade level math rethink benchmark by the end of the school year.</p> <ul style="list-style-type: none"> • Rethink math check points • Rethink math benchmarks | Dr. Zavala & Ms. Mizuta | June 2017 |

| Cluster of Teachers/ Grade Level Goal(s) | | | |
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| Problem of Student Learning | What will success look like? (SMART Goal ¹ to target level of performance desired) | Assigned to: | Target Date for Completion: |
| Kindergarten: Currently, 77 percent of our kindergarten students recognizes less than 5 sounds of the alphabet. (This is 34 out of 44 students) | Kindergarten SMART Goal: By April 2017, at least 81 Percent or 36 out of 44 of our kindergarten students will meet or exceed the target goal of knowing more than 20 letter sounds. | Kindergarten Teachers | April 2017 |

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| <p>1st Grade: As of October 2016, 71% (49 students) of 1st Grade students are below grade level. 29% (20 students) of students are at or above grade level on the Fountas and Pinnell Benchmark score.</p> | <p>1st Grade SMART Goal: By June 2017, 1st grade students that are below grade level will grow 1.5 years and students that are at grade level will grow 1 year in their Fountas and Pinnell Benchmark score.</p> | <p>1st Grade Teachers</p> | <p>June 2017</p> |
| <p>2nd Grade: As of October 2016, 43% (34 students) of 2nd Grade students are below grade level in English. 33% (26 students) of students are at or above grade level on the Fountas and Pinnell Benchmark score in English.</p> | <p>2nd Grade SMART Goal: Tier one and two students will make one year's growth in reading. Our tier three students will make at least 1.5 years growth in reading according to F&P.</p> | <p>2nd Grade Teachers</p> | <p>June 2017</p> |
| <p>3rd Grade: As of October 2016, 84% (53 students) of 3rd Grade students are below grade level in English. 16% (10 students) of students are at or above grade level on the Fountas and Pinnell Benchmark score in English.</p> | <p>3rd Grade SMART Goal: By June 2017, at least 80% of our ELL students will grow one year or more in leveled reading.</p> | <p>3rd Grade Teachers</p> | <p>June 2017</p> |
| <p>4th/5th Grade: As of October 2016, 48% (27 students) of 4th Grade students are below grade level in English. As of October 2016, 54% (29 students) of 5th Grade students are below grade level in English.</p> | <p>4th/5th SMART Goal: All 4th/5th students will be proficient (level 3/4) on standards R.I.1, R.I.2, and R.I.3.</p> | <p>4th/5th Grade Teachers</p> | <p>June 2017</p> |

Whole School Goal

| Problem of Student Learning | What will success look like? (SMART Goal ¹ to target level of performance desired) | Assigned to: | Target Date for Completion: |
|--|---|-------------------------|-----------------------------|
| SBA 2016 Overall - 3 rd Grade - 31% met proficiency - 4 th Grade – 40% met proficiency - 5 th Grade – 35% met proficiency | All students in grade K-5 will make one year or more growth from spring to spring as measured by the F&P benchmark. | Dr. Zavala & Ms. Mizuta | June 2017 |

School Culture Goal

| Problem of Student Learning | What will success look like? (SMART Goal ¹ to target level of performance desired) | Assigned to: | Target Date for Completion: |
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| Student Climate Survey Results 2016 Classroom environment - Overall 43% - Respecting adults 35% Healthy community - Students treat each other with respect 29% | Teachers will improve the classroom environment by teaching students to work together, students solving problems together, creating routines and expectations for purposeful and safe movement and creating culture with kind emotional tones from 43% to 100% as measured by the student survey. | All Staff | June 2017 |